



Heritage Academy
Heritage Academy, Inc.
32 S. Center, Mesa, AZ 85210

ARIZONA
School Report Card
2001-02

Principal: Mr. Earl L. Taylor, Jr.
Schedule: 7:30 AM to 4:00 PM
Web Address: Unpublished or Unavailable
E-mail: etaylor@mstar2.net

Grades: 7-12
2001 Enrollment: 370
Phone: (480) 969-5641
Fax: (480) 969-6972

▼ School Overview ▼

Mission

Welcome to Heritage Academy! We are dedicated to youth, their growth and development, and believe in building sound character through strong families, strong communities and a strong nation. While teaching the academic disciplines, Heritage Academy is dedicated to instilling into the minds and hearts of our youth a knowledge of, and respect for, the ideals and values of the great men and women of history, including those who founded the American nation.

Organization and Philosophy

- w Charter School
- w Back-to-Basics
- w Traditional
- w Multiage Classrooms

School/Academic Goals

- w Provide a well-rounded curriculum which will prepare students to enter college. During a student's last year, we encourage concurrent enrollment in college-level courses so as to provide a seamless transition to college.
- w Provide a curriculum which is aligned with the Arizona Academic Standards set forth by the state of Arizona and see that every graduate has shown mastery of these standards.
- w Implement a program which recognizes the value of liberal arts in a student's learning. These include music (both choral and instrumental), art, speech, kenpo, and other physical and intramural activities.
- w Provide a program whereby a student can progress as rapidly as he/she wants without age or grade restraints.

Instructional Programs

- w Citizenship Training
- w Math Thru Pre-Calculus
- w Lab Sciences
- w Performing and Fine Arts
- w Released Time

Enrollment

October 1, 2000 School Year Student Enrollment:	368
Accepting New Students in 2001-02 Under Open Enrollment Law ¹ :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	370

¹ Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 0 Teacher(s)
 10 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Curriculum Suggestions
 w Extracurricular Activities
 w Parent/Educator Relations
 w This Council Is Our Parent-Teacher Org.

▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	28.00
Other Professional Staff	2.00	Teacher Aide	1.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	5
4 to 6 years	2	0	1	3
7 to 9 years	1	0	0	1
10 or more years	4	3	0	3

▽ Shared Responsibilities ▽

School

Heritage Academy believes schools assist parents in training their children. Heritage personnel are always available for parental conferences and questions.

Parents

Heritage Academy Parent-Teacher Organization is a working group of parents who chair committees and organize functions for the progress of the school. Parents and students are asked to sign an agreement at enrollment that the standards will be followed by the student. These include dress, behavior and doing the work assigned by the instructors. All of these requirements are within the capability of all students. Students and parents are held responsible if these are not followed.

▽ Transportation Policy ▽

Parents provide transportation.

▽ Calendar Information ▽

Number of Instruction Days:	176	First Day of School:	8/16/01
Average Daily Instruction Time:	5 hrs. 40 min.	Last Day of School:	5/23/02

Operates on Traditional Schedule

Report Card Release Dates

10/17/01	12/20/01	3/8/02	5/23/02
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Additional Calendar/Report Card Information

Heritage Academy has a weekly system of monitoring and reporting to parents. If parents will use it, it is a most effective means of helping a student. Also, beginning after the first reporting period parents will be given password access to the school's server on which they can view their student's grades, attendance, and other data through the Internet as often as they choose. Teachers enter this information daily and it is then available to parents.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible² students:

Breakfast - No Lunch - No Summer Food - No

² Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W PE Sports
W Theatrical Productions	W Walk to Mesa Public Library

Extracurricular Activities

W Science Excursions and Field Trips	W AIA Competitions in Music
W Kenpo Instruction During School	W Art Competitions
W American History Field Trips	W History Simulations

School/Community Resources

W Citizenship Classes	W Recreational Activities
W Volunteer Program	W Mesa Public Library
W Parenting Classes	

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

2000-01 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Heritage graduated over 200 students in the years 1996-2001. Of those, about 80% have had at least some college.</p> | <p>w Many scholars were involved in our extensive history tours in Arizona, to the East Coast. Scholars also participate in simulations in writing laws and constitutions. Many public officials and candidates visited with our scholars.</p> |
| <p>w Our scholars placed well in the Academic Decathlon for the first year. Our drama dept. staged two 'Broadway' plays. Each eleventh and twelfth grade art student is required to compile portfolios. We also incorporated a program of Moral Development.</p> | <p>w Our system of block scheduling allows for four classes per day, giving more time in the classroom to teach and reinforce concepts. Heritage has also developed a Classics Studies program to emphasize the study and mastery of great books.</p> |

Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	96.1 %	94.8 %	93.5 %	94.2 %
Transfers Out ³	9.2 %	16.2 %	16.0 %	20.6 %
Transfers In ⁴ : Within District	0.0 %	3.4 %	2.8 %	3.0 %
Transfers In ⁴ : Out-of-District	0.0 %	6.3 %	5.9 %	7.9 %
Promotion Rate ⁵	100.0 %	98.7 %	98.1 %	94.2 %
Retention Rate ⁶	0.0 %	1.3 %	1.9 %	5.4 %
Dropout Rate ⁷	1.2 %			11.1 %
Status Unknown ⁸	0.0 %			6.7 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

³ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

⁴ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

⁵ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁶ Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

⁷ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

⁸ Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
ABODA Excellent for Orchestra	1998
Freedom Foundation at VF Scholarship	1999
Regional and All-State Music Participants	2001

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2000-01

Grade 8		Number Tested ¹	MS	FFB	A	M	E	C
Reading	School	70	525	7%	14%	57%	21%	
	State	56652	505	23%	20%	40%	17%	
Writing	School	72	502	6%	40%	52%	0%	
	State	55212	492	17%	41%	40%	2%	
Mathematics	School	68	465	30%	55%	10%	2%	
	State	56871	454	43%	40%	12%	6%	

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

Grade 10 (Class of 2003)²

Reading	School	58	529	1%	20%	51%	25%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	60	495	3%	57%	40%	0%	80%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	63	488	37%	33%	21%	10%	NA
	State	47215	479	50%	19%	21%	10%	NA

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
7	Reading	--	61	52	--	59	52	100	64	53	100	63	52	--	--	53
	Language	--	53	49	--	56	52	100	63	54	100	67	54	--	--	55
	Mathematics	--	54	50	--	52	53	100	61	55	100	73	56	--	--	58
8	Reading	--	58	54	--	62	54	100	59	54	97	70	53	--	--	55
	Language	--	45	45	--	53	46	100	54	49	97	70	49	--	--	50
	Mathematics	--	49	50	--	64	52	100	54	54	96	68	56	--	--	58
9	Reading	--	58	43	--	55	44	98	59	43	97	53	43	--	--	43
	Language	--	51	37	--	51	39	98	57	39	95	53	40	--	--	41
	Mathematics	--	54	54	--	62	57	98	65	57	95	62	59	--	--	61
10	Reading	--	53	42	--	58	42	90	65	42	82	54	42	--	--	--
	Language	--	55	43	--	56	43	90	63	44	82	62	44	--	--	--
	Mathematics	--	39	46	--	46	47	90	52	49	86	54	50	--	--	--
11	Reading	--	49	46	--	51	46	76	64	44	89	59	45	--	--	--
	Language	--	44	42	--	50	43	76	61	42	89	57	44	--	--	--
	Mathematics	--	36	49	--	32	51	76	57	52	87	56	55	--	--	--

▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 6-7	50	48
Grades 7-8	75	64

*Less than 10 students matched

**No information available

***Not applicable

▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at www.ade.az.gov/ResearchPolicy/chapps/.

School-level Efforts to Ensure a Safe and Orderly Environment for Learning

We have incorporated Character and Competence training into each day's instruction. We are a closed campus and have, and enforce, a strong behavior code.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,040	\$1,088,505
Classroom Supplies	NDS	NDS
Administration	\$920	\$329,278
Support Services-Students	\$8	\$2,979
Other Support Services and Operations	\$432	\$154,570
Total Expenditures- All Categories 1999-2000	\$4,400	\$1,575,332

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 1999-2000 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

Total Amount Awarded to School District/Charter Holder \$19,265.59 [\$36.02 per Student x Enrollment (ADM)].

Trigger Fund Usage for Classroom Enhancement *

NDS

* Information is self-reported by the district and is unaudited.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	NDS		
Transportation Policy	NDS		
Community Resources	NDS		
School Nutrition Programs	NDS		
Parent Organization	Linda Bigler	(480) 964-5009	
Student Health/Nurse	Laurie Smith	(480) 969-5641	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."